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ABSTRACT

This performance report summarizes New Hampshire's use of federal vocational education funds for fiscal year 1991. Three sections on vocational education opportunities correspond to the categories of Carl D. Perkins Act funds: accomplishments under Title II-A; accomplishments in program improvement under Title II-B; and accomplishments in special programs under Title III-A and B. Section 1 addresses services to the following populations: handicapped students; disadvantaged students; adults in need of training and retraining; single parents and displaced homemakers; sex equity; and criminal offenders in correctional institutions. Section 2 reports on the following secondary formula funds; professional and curriculum development; guidance and counseling; industrial arts/technology education; vocational student organizations; improving basic skills; and business and industry partnerships/cooperative education. Section 3 discusses community-based organizations and consumer and homemaking education. Program discussions may contain case studies and outcomes. Three appendices are included: (1) fiscal year (FY) 1990 enrollments of students served by Title II and Title III of the Perkins Act by funding categories; (2) FY 1990 secondary enrollments by program area; and (3) FY 1991 postsecondary enrollments by program area. (NLA)

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PERFORMANCE REPORT on Vocational-Technical Education in New Hampshire

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ANNUAL PERFORMANCE REPORT

OF

VOCATIONAL EDUCATION STATE-ADMINISTERED PROGRAMS

UNDER THE

CARL D. PERKINS VOCATIONAL EDUCATION ACT

P.L. 98-524

STATE OF NEW HAMPSHIRE

DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL-TECHNICAL EDUCATION

DECEMBER, 1991

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Douglas Brown, Deputy Commissioner
N. H. State Department of Education
101 Pleasant Street
Concord, NH 03301 (603)271-3145

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DIVISION OF INSTRUCTIONAL SERVICES
BUREAU OF VOCATIONAL-TECHNICAL EDUCATION
101 PLEASANT STREET, CONCORD, NH 03301

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G. William Porter, Ed.D.

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PREFACE

This Performance Report summarizes New Hampshire's use of federal vocational education funds during the period July 1, 1990 through June 30, 1991 (Fiscal Year 1991).

This report, as recommended by the U. S. Department of Education, contains only descriptions of results and accomplishments in expending the various categories of federal vocational education funds. Programming and funding decisions concerning these categories of program funding can be found in the approved 1991-1992 Two-Year Plan for Vocational-Technical Education in New Hampshire.

The sections of this Program Performance Report, as recommended by the United States Department of Education, correspond to the categories of Perkins Act funds available in fiscal year 1991.

- Section I, "Vocational Education Opportunities for Students in New Hampshire: Accomplishments," corresponds to Title II,Part A of the Perkins Act and includes descriptions of accomplishments in using funds targeted for Handicapped, Disadvantaged, Limited English Proficient, Adult Training and Retraining, Single Parents and Homemakers, Students in Nontraditional Programs, and Criminal Offenders in Correctional Institutions.

- Section II, "Program Improvement: Accomplishments," corresponds to Title II, Part B of the Perkins Act and includes descriptions of accomplishments in use of New and Expanded Programs, Guidance, Professional Development, Industrial Arts/Technology Education, Student Organizations, Apprenticeship, Business and Industry Partnerships/ Cooperative Education, and Improving Basic Skills.

- Section III, "Community Based Organizations and Consumer and Homemaker Education: Accomplishments," corresponds to Title III, Parts A & B of the Perkins Act.

The Bureau of Vocational-Technical Education organizes evaluation teams to conduct formal on-site evaluations for all approved programs funded under this Act at least once every five years. The evaluation design includes both product and process evaluation. During FY 1991 six secondary schools and two postsecondary colleges received on-site evaluations.

SECTION I

Vocational Education Opportunities:
Accomplishments Under Title II-A

The goal of this section of the Act was to provide increased vocational educational opportunities, services and activities to meet the needs of the following groups:

A. Handicapped
B. Disadvantaged
C. Adult Training and Retraining
D. Single Parents and Homemakers
E. Sex Equity
F. Criminal Offenders in Correctional Institutions

A. HANDICAPPED

1. Assurances

Secondary level approved Annual Applications for Formula Funding contain assurances that there is equal access for handicapped students in recruitment, enrollment, cooperative education, and placement activities. In addition, assurances are provided that all classified handicapped students shall have a professional vocational assessment of their interests, abilities and special needs; special services including adaptation of curriculum, instruction and facilities to meet identified needs; professional guidance, counseling and career development activities, and counseling services to facilitate transition from schools to post school employment or education. Local districts provide assurance that all handicapped students and their parents are notified of the vocational services, programs and activities offered, and, all private schools in the area served by the recipient district are notified that handicapped students enrolled in approved vocational programs in their schools may receive the services provided by these funds.

Program consultants from the Bureau of Vocational-Technical Education routinely monitor the authenticity of these assurances.

2. Secondary Programs

The goal of this funding category is to provide equal access, educational testing and support services, tutoring, and special equipment and supplies to handicapped students to enable them to succeed in the vocational program of their choice.

Forty-two public schools/agencies received funding that provided services to approximately 1,700 students identified with one or more handicapping conditions. Funds were allocated for the excess costs involved in all projects. Projects included employment of vocational assessment personnel, resource teachers and aides, provision of special facilities in regional centers, specialized training and individualized assistance for handicapped students enrolled in regular vocational programs, as well as many activities in the guidance and counseling area related to recruitment, retention, and placement of handicapped students.

3. Postsecondary Programs

A total of 28 handicapped adults attending one postsecondary technical institution received a variety of special services designed to assist them in successful participation in their program(s) of study. Among the services provided were individual counseling and tutoring; contact services related to the blind; recorded texts and psychological analyses; career counseling and student profile analyses.

Case Study

A freshman in Fire Science had encountered difficulties throughout his schooling where he had been labeled Learning Disabled. He thought he had overcome issues of low self-esteem after serving successfully in the military. So, upon entering college, he chose not to disclose his disability. But toward the end of his first semester, F. was failing two courses and struggling in the rest. He was ready to drop out of college when an instructor referred him to the college counselor at which time he disclosed that he was learning disabled. The counselor quickly referred him to the learning specialist, who obtained his high school records, removed him from one course, provided him with tutorial support, and recommended needed classroom modifications

which his instructors implemented. He was able to salvage his first semester and went on to complete his first year with a 2.75 GPA.

*****

B. DISADVANTAGED

The goal of this funding category was to provide disadvantaged students increased access to regular vocational programs and the supplemental services necessary for them to successfully complete their vocational programs.

1. Assurances

FY 1991 funds for disadvantaged were allocated on a formula basis according to approved Annual Applications. The Annual Application provided the same assurances of access and services as those previously listed for handicapped students, and monitoring was accomplished in the same manner.

2. Secondary Programs

Forty public schools/agencies and one college received funding to provide special services for approximately 2,290 students who were either academically or economically disadvantaged or of limited English proficiency. Funding emphasis was placed on expanding opportunities and improving the ability of disadvantaged students to succeed in regular vocational programs through guidance, counseling, tutoring and career activities. These projects emphasized dropout prevention at the secondary level and a smoother transition in school to work activities.

An annual summer project at the Manchester School of Technology, in conjunction with JTPA, served 85 disadvantaged and "at risk" students in vocational exploration and basic skills training. As a result of this program many of these students were subsequently enrolled in regular vocational programs.

3. Postsecondary/Adult

Six of the seven postsecondary technical colleges provided assistance to disadvantaged students. Some of the student services provided through this funding included such things as diagnostic testing, study skills instruction, individual program modifications, counseling and tutoring, remedial instruction, and purchase of tutorial laboratory equipment. Approximately 1,500

students received assistance through this effort.

4. Limited English Proficiency

Eighteen students, located in seven different school districts, were identified as requiring special services due to their limited English proficiency. These students were provided support services through disadvantaged grants as was required to assist them to successfully participate in the vocational program in which they were enrolled. The actual expenditures for this segment of the disadvantaged population were not separated from services to other disadvantaged students.

*****

C. ADULTS IN NEED OF TRAINING AND RETRAINING

The goals for this category were two-fold:

- To improve the occupational skills of adults who desire to upgrade their skills for employment or change their occupation; and,

- To prepare adults from special populations with the occupational and employability skills needed to acquire and maintain employment.

Funds from this part of the total grant were allocated to three categories of training in New Hampshire: Secondary Adult Education, Apprenticeship Related Training, and Postsecondary Adult Education. All funding for Secondary Adult Education and Apprentice Related Training was through competitive grants.

1. Secondary Adult Education

Six projects were funded to provide vocational skill training to adults classified as either unemployed, underemployed, or occupationally displaced. Two of these projects were carried out by local school districts, three were carried out by community based organizations, and one was accomplished at a technical college. These projects operated a total of 38 programs in the areas of Business and Office Education, Health Occupations, and Trades and Industry Education. A total of 589 adults participated in at least one of the 38 programs offered at these six different sites.

2. Postsecondary Adult Education

At the postsecondary level, no distinction is made

between regular postsecondary students and adult students.

Funds under this part were provided in the form of a block grant to the New Hampshire Department of Postsecondary Technical Education, who in turn formula allocated part of these funds to seven postsecondary technical colleges and two associate degree programs located at different four-year institutions. In addition, set-asides were established for special project funding at the seven postsecondary technical institutions.

Expenditures of formula allocations at these institutions resulted in supplemental new and upgraded equipment purchases and special instructional activities to supplement regular ongoing programs.

3. Apprentice Related Training Programs

Grants were made to nine local school districts, four postsecondary institutions, one union local, and two private employer programs that provided related classroom instruction for employed and laid-off registered apprentices. Classes and correspondence programs were offered in the areas of electrical, plumbing, carpentry, locksmithing, and culinary arts. A total of 645 apprentices enrolled in these programs, 608 (94 percent) successfully completed their related instruction. This represents a four percent decrease in enrollments and a three percent increase in the annual rate of program completion from the previous year. Decreased enrollment is attributed to the slump in the construction industry but was sustained somewhat by the policy change allowing laid-off apprentices to continue their related instruction.

Additionally, three postsecondary colleges operated apprentice related programs on a tuition basis primarily in the areas of electricity and manufacturing trades.

The apprentice population included eighteen females registered as apprentices by the N. H. State Apprenticeship Council which is one less than the previous year.

Data pertaining to handicaps, disadvantaged, minorities and single parents are not contained in the data banks of postsecondary institutions for this particular population.

4. Coordination activities with the Job Training Partnership Act (JTPA) and the Private Sector included the following:

a. The N. H. Department of Education employs a staff member to act as the department's official liaison with JTPA related activities.

b. The Administrator of the Bureau of Vocational-Technical Education is a member of the Consortium of State Policy Administrators, consisting of representatives from Vocational Rehabilitation, Special Education, Mental Health, Employment Security, Developmental Disabilities, the Job Training Council and Postsecondary Technical Education.

c. The seven state operated postsecondary technical colleges conducted JTPA funded programs at their facilities in a wide variety of occupational areas.

d. The Bureau of Vocational-Technical Education worked in cooperation with trade unions, private employers, the N. H. State Apprenticeship Council, the Associated Builders and Contractors Association, and the Plumbing, Heating, and Cooling Contractors Association, in the development and coordination of apprenticeship related training programs.

e. The Bureau of Vocational-Technical Education, along with a number of other funding agencies, cooperates with JTPA in an annual Partnerships program. This program is designed to provide education, training, job placement and follow-up to students with severe handicapping conditions.

f. The Bureau of Vocational-Technical Education and other funding agencies cooperated with JTPA in funding several programs designed to address the educational and job skill needs of at-risk youth.

*****

D. SINGLE PARENTS AND DISPLACED HOMEMAKERS

A total of eight competitive grants were distributed to five postsecondary institutions, one state college, and two community based organizations. Education, career counseling, support group services and job training were among the many services and opportunities provided to a total of 889 single parents and/or displaced homemakers in on-going programs at the following project sites.

Nashua Adult Learning Ctr., Nashua

Project Advance. This ongoing project served the needs of 80 adults from low-income households in the Nashua community, including 65 single parents and 15 displaced homemakers. This group consisted of 79 females and one male. Individuals received secretarial and clerical training, personal skills assessments, interpersonal skill training related to the workplace, and job readiness information.

Outcomes Increased knowledge and skills, greater economic independence through gainful employment, increased self-esteem, improved parenting skills, improved job skills and career advancement skills were among the many outcomes this program was able to accomplish. As a result, 15 persons are employed in business offices, retail establishments, and temporary service agencies.

Case Study Sandra, a 27 year old single mother of four living in the Nashua area, took a GATB test as well as a finger/manual dexterity test and scored well in both.

She enrolled in the full-time Secretarial/ Word Processing training program in Office Occupations and completed the following courses: typing, filing, word processing, business English, business math, accounting 1, computerized accounting, Lotus, machine transcription, and proofreading. Job readiness training skills, which included resume writing, interviewing skills, and job seeking/ keeping strategies, were also part of her training. She participated in workshops addressing discrimination in the workplace, telephone skills, and time management. Mock interviews with a personnel specialist were video taped and constructively critiqued. Sandra completed a one-week internship at a local service agency and received an excellent evaluation.

At the conclusion of her 18 week training program, she became employed at a local health clinic as a radiology clerk at a salary of $7.25 an hour.

***

Nashua Adult Learning Ctr., Nashua

Project Place. This project was a counseling-based prevocational program directed toward assisting women to prepare for entry or reentry into the work force or further education and training. Three approaches were utilized, one was through individual counseling sessions, one was through group workshops, and the third was through a seven week intensive group experience. There were a total of 135 adults served by the two components, 69 were displaced homemakers, 48 single parents, and 18 were low income displace workers on referrals. The total group included two males and 133 female participants.

Outcomes Of the 21 enrolled in the first component, 17 entered employment or further education or training and two dropped out.

Fifty-seven were provided individual counseling services and training referrals and 57 attended workshops related to career management, sex equity, career choices, and education financial aid availability.

Case Study Linda was a 21 year old single parent of eight month old twins. Referred by the Nashua Pastoral Care Center, Linda had been battered by her husband. One day he appeared at the Center, breaking his restraining order for which she had him jailed. Linda applied herself diligently during the course, especially concentrating on learning assertiveness and choosing a career direction of accounting. She took Business English and Business Math courses at the Center and was hired as a part-time worker in an accounting firm owned by a Zonta member (Zonta members volunteer time and experience as mentors for ALC students). With her new experience, she was then hired by the Sporting Club Merrimack as Bookkeeper/Hostess working 30 hours weekly. Her state assistance has been cut by 75 percent. She is enrolled in an Associate Degree program in Accounting at Nashua Vocational Technical College in August and the twins are thriving.

***

NH Technical College, Manchester

Project STRIDE. This on-going postsecondary project provided tuition assistance, job training, counseling and local agency support to unemployed and underemployed homemakers and single parents pursuing postsecondary technical degrees. The project served 15 freshman adults, all of whom were single parents, in the program areas of Commercial Design and Illustration, Community Social Services, Drafting, Early Childhood Education, Executive Office Assistant, Fitness Technology, Medical Office Assistant, and Nursing.

Outcomes STRIDE stands for Support, Training, Resources, Independence, Determination and Education. Among the general outcomes for these students were a demonstrated increase in academic performance and greater self confidence.

***

NH Technical College, Berlin

Assisting People in Transition. This project provided career and academic counseling, exploration of career interests and career paths, support for persons experiencing transitional anxiety, as well as financial support for those seeking degrees. Of the 135 adults provided services, 33 were displaced homemakers, 102 were single parents; the total included 129 females and six males. In addition, 77 were enrolled in degree programs and 58 were provided career and personal counseling and career exploration activities.

Outcomes Ninety-five percent of the degree candidates were retained in school during the school year. Seventeen percent made the school honor roll. Eight percent of the female enrollees were in nontraditional programs. As a result of services provided, 16 were employed upon completion of their program of studies.

Case Study Displaced homemaker/single parent: This woman, involved in an abusive relationship, was divorced several years ago and had been receiving AFDC funding. She graduated from the Community Social Services program and is now employed by a local health care organization as a coordinator of volunteers.

***

NH Technical Institute Concord

Single Parent Assistance Program. This program provided emotional support services, financial assistance, and educational and job skills to single parents for the purpose of helping these individuals attain their educational and occupational career goals.

Outcomes There were a total of 141 adults in the program, 140 were single parents and one was a displaced homemaker. This group were enrolled in 19 different school programs. Fifteen were employed upon program completion. The remaining are continuing their programs.

***

NH Technical College, Claremont

Project RISE. This on-going program served a total 36 adults, of whom 34 were single parents and two were displaced homemakers. Thirty four were females and two were males. The program provided tuition assistance, child care services, educational instruction, group counseling and support, as well as assistance in obtaining clothing and food for those in greatest need.

Outcomes The outcomes this program achieved were increased career opportunities and self esteem that better enables single parents to reach their educational and occupational goals, as well as improving their standard of living and quality of life through greater economic independence for them and their families. Among the graduates of this program this past year, 20 females and one male completed programs in nine health related areas. Eleven were employed upon graduation.

***

Second Start Concord

Single Parent Support. This on-going project is comprised of two main components, one provides adult basic education educational attainment and the second provides employment preparation and training in the office occupations field. A total of 125 adults were enrolled in this program, 78 of whom were single parents and 47 were displaced homemakers. The group was comprised of 123 females and two males. Seventy persons were enrolled in the basic education component and

55 in the employment preparation and training component.

Outcomes As a result of program participation, 25 received their G.E.D., 21 entered training or education programs, and 38 returned to complete their program component. Twenty-three were employed in clerical, manufacturing, and retail areas.

Case Study

Donna is a 29 year old single parent of two children who came to the program to secure skills so she could remove herself from Welfare. Just prior to entering the program, Donna had gone through a very difficult divorce and was in a fragile emotional state. Because she had completed high school and had fairly good academic skills she was enrolled in the Employment Preparation Program. At the same time, her two children were enrolled in the daycare center.

Donna had a difficult time balancing all of the new aspects of her life; her self-esteem and self-confidence were low and she did not have a strong history of success. She had difficulty keeping up with her work.

The counselor worked with Donna individually on a regular basis in addition to weekly support groups, but also referred her to outside counseling which she attended. She was able to complete the Employment Preparation Program successfully, and chose to enroll in the Office Program at Second Start as the first step to pursuing a paralegal course of study. She completed the Office Program and had a very successful internship in a local business.

She applied for and obtained a clerical position after very intensive work with the Job Developer. Donna has now been off Welfare and working for four months. She loves her job and feels confident in it. Her words best sum up what she has accomplished, "I guess I was always afraid to finish things to be successful. I had to learn that about myself. Success feels good."

***

Keene State College, Keene, NH

EDGE: Educational Development for Gainful Employment. This program provided support services, education and training to 12 single parents and homemakers seeking an associate degree. Child care, tuition and transportation assistance are among the many resources provided to increase the success rate of program participants. All program participants rely upon the EDGE project to provide the financial support necessary to attend postsecondary education.

Outcomes: Improved self esteem, the chance to become self sufficient, the chance for further education and/or gainful employment were among the positive outcomes this program accomplished. Program graduates were able to enter the employment arena at a professional level, thereby increasing their earning potential.

Case Study: Maryl is the single mother of a seven year old son, and she had taken college courses ten years ago. Since her son was born, she has received public assistance. She worked as a waitress whenever she could, but maintained the dream of finishing her college education so she could work in a professional capacity and better provide for her family.

This project provided additional support to Maryl, whose tuition was covered by a Pell grant. Because she had prior college credits, she could apply to Keene State as a transfer student. The project got her started in courses, and once she was matriculated, she received Pell grants and other financial assistance. The project provided support for child care and transportation. While attending college full-time, she also worked as an assistant to a professor and she waitressed. She received her associate degree in chemical dependency and is currently seeking a position in that field.

***

NH Technical College, Nashua

Project Redirection. This on-going program provided financial assistance and support services to financially disadvantaged adults who enroll as full or part-time students. There were 57 adults enrolled, seven of whom

were displaced homemakers and 50 were single parents. Of the total group, 55 were female and two were male and were enrolled in nine different college programs of study.

Outcomes — Three of the group were employed upon graduation and three are continuing their education at a four-year college. The remainder are continuing their individual programs.

Case Study — Karen is a 26 year old single parent of two children, ages three and four and an AFDC recipient. At the start of her college program she was extremely shy, quiet and reserved. She worked hard to develop effective organizational and time management skills and eventually became a self-confident person and excellent student. She became very articulate and outgoing, a mentor to other students, and an advocate of the program. She is now successfully employed in the desk-top publishing field.

***

NH Technical College, Laconia

Project Renew provides ancillary services to program participants to enable them to successfully pursue college courses through personal counseling and tutoring, orientation and pre-tech information, and career counseling and placement. There were 30 adults enrolled in the program, all of whom were single parents and female. The group was enrolled in eight different college programs at the two-year institution.

Outcomes — Six of the participants have graduated and the remainder are continuing their program toward completion.

***

Dover School District Dover

Displaced Homemaker/Single Parent Program. This project included a women-in-transition support group; individual counseling and small-group work on career planning, job search skills, and awareness of nontraditional jobs. Eligible people were also able to receive free tuition for entry-level vocational classes offered by the Adult Learning Center and pre-tech classes in subjects including algebra, biology, computer

literacy, and chemistry. The program provided child care and transportation for people who could not otherwise have attended classes. Of the 120 persons served by this project, 31 were displaced homemakers and 89 were single parents. One of the participants was male.

Outcomes There were a total of 120 participants in this program. The types of activities related to this effort were a "Women in Transition Support Group", job skills workshops, counseling for job seeking, career planning, and nontraditional job awareness, tuition assistance for business, computer literacy, accounting, pre-tech education classes, child care assistance, and assistance with transportation. Among the program completers, eight were placed in employment, and six were accepted in a nursing school program.

Case Study C is a 35 year old male single parent. Always a hard worker in the construction field, he had been unable to find work for nearly a year. He was finally forced to seek welfare to support his family. He is a high school graduate who took general courses. He's always been interested in the medical field and forced to make a career change, he decided to enter the nursing field. The program made it possible for him to get the prerequisites he needed--algebra, biology and chemistry. He complete all three with "A" averages despite great anxiety about returning to school. He started the R.N. program at Stratham Technical College in the fall.

*****

E. SEX EQUITY

The goals for this category are to:

1. Foster district and statewide activities which reduce sex bias and promote sex equity in vocational education.

2. Create a network of support among district staff who are actively involved in sex equity activities.

3. Foster curriculum development which prepares students for the changing roles of women and men, particularly in the work place.

4. Foster local and statewide activities which recognize and develop the talents and leadership potential of all women and reduce sex bias and stereotyping among staff with respect to leadership and upward mobility on the part of women.

5. Increase the number of teacher role models who are in vocational areas nontraditional for their sex.

There were five projects awarded competitively for this purpose. Three awards were to postsecondary institutions, and two to four-year institutions. All projects included one or more of the goals outlined above. The following is a description of those projects.

Keene State College, Keene

Support Services for Men in Home Economics. This ongoing adult education project provided tuition, fees, stipend for men majoring in Home Economics Education. This project attempts to place more men in the Home Economics field by offering encouragement and financial help.

OUTCOMES Six men were served through this project. One is currently employed in the area of Nutrition; five are still enrolled in the program.

***

Keene State College, Keene

Support Services for Women in Technology Education. This adult education project provided tuition, fees, and a stipend for women majoring in Industrial Arts/Technology Education. This project attempts to place more women in the Industrial Arts field by offering encouragement and financial help.

OUTCOMES Seven women were served in the program. Two graduated in May, and are presently employed as teachers in New Hampshire, one woman is looking for employment and the others are continuing their program.

***

University of NH, Durham

Equal Access for Teachers in Vocational Education. The purpose of this adult education program was to prepare a cadre of female teachers in the traditionally male occupational areas of Agricultural Education, Trade & Industry Education, and Culinary Arts Education.

OUTCOMES Thirteen people were served through this program with three graduating and entering employment in their field of study. The remainder are continuing their education.

***

NH Technical College, Laconia

"Why Not Me?". This project was designed to provide direct financial support and other forms of intangible support to adults pursuing careers nontraditional for their gender. Activities included tuition and living expense subsidies, support group meetings, guest speakers, workshops, creation of a unique video, counseling and testing, faculty awareness and publicity leaflets. There were four males and eight females enrolled in the program.

OUTCOMES Significant outcomes from this project were the production of a 12 minute video tape suitable for all audiences which encourages people to pursue nontraditional careers. In addition, the project provided an ongoing counseling program, produced a dynamic leaflet publicizing educational opportunities, offered support group sessions for the exchange of ideas, and provided direct financial support to needy candidates. Of the 12 enrollees, eight were employed, two returned to college and the employment status of two is unknown.

***

NH Technical Institute, Concord

Project Engineered for Women. This project assisted and encouraged women to enter the field of engineering and engineering technology through outreach activities to businesses and agencies by providing a forum activity for high school women, by publicizing and promoting NHTI courses, and to provide college support services to maximize program retention and to provide job placement. There were two college students who received direct financial assistance through this project and 121 high school students participated in the forum activity.

OUTCOMES Both college students successfully completed their engineering technology program and are presently employed in their field.

*****

F. CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS

NH State Prison
281 N. State St., Concord

Funds for this purpose were used to upgrade and expand programs through the purchase of instructional and computer equipment and materials in the Auto Mechanics, Building Trades and Office Occupations programs. Approximately 125 inmates, including 10 females, received expanded training services through this project.

***

NH Youth Development Ctr., Manchester

Purchase of Equipment and In-service Training. Fifty percent of this grant was used for the purchase of instructional and safety equipment. The new equipment allowed incarcerated youth at this facility an opportunity to learn how to effectively operate state-of-the-art equipment used in the respective trades, and the skills necessary for competitive entry level positions. This project also provided a teacher assistant that made greater attention to individual needs possible, thereby increasing the effectiveness of the programs. This project served approximately 42 disadvantaged youth.

***

Dover School District, Dover

Skill Assessment and Guidance. This pre-employment planning and career counseling program at the Strafford County House of Corrections enrolled 60 inmates. Most of the project funds were used for counselor services. The goals of this program were to improve inmate decision making skills, provide job skill assessment, and career planning and guidance. Thirty-seven completed all aspects of the program. In self reporting, 93 percent felt they could complete a job application more effectively, and 73 percent felt they were better prepared for future job interviews.

SECTION II

Vocational Education Program Improvement: Accomplishments Under Title II-B

Local school districts requesting funds under this section must provide similar program assurances to the Bureau of Vocational-Technical Education as those listed under Section I, Title II-A, in their Annual Application. Program monitoring was carried out routinely by Bureau personnel.

Goals for the expenditure of funds under this part of the Act are designed to improve and expand vocational education programs, and include the following priorities:

1. The improvement of vocational programs within the State designed to improve the quality of vocational education, including high technology programs involving an industry/education partnership.

2. Prevocational programs.

3. The expansion and improvement of programs at area vocational schools.

4. The expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the State.

5. The provision of vocational student organization activities that carried out as an integral part of the secondary and postsecondary instructional programs.

6. The improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults which may include upgrading the skills of employed workers, workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, workers with limited English proficiency, and displaced homemakers and single heads of households.

7. Programs relating to curriculum development within the State including the application of basic skills training.

8. Programs of modern industrial and agricultural arts.

9. The expansion and improvement of career counseling and guidance programs and activities.

10. The conduct of special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's occupational program.

11. The creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into the State or community.

12. The acquisition of high technology equipment for vocational education programs.

13. Placement services for students who have successfully completed vocational education programs, including special services for the handicapped and cooperative efforts with rehabilitation programs.

14. The acquisition of equipment and the renovation of facilities.

15. The assignment of personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational educational programs responsive to the labor market and supportive or apprenticeship training programs.

16. Exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities.

17. Day care services for children of students in secondary and postsecondary vocational programs.

18. The provision of stipends for students entering or already enrolled in vocational education programs and who have acute economic needs which cannot be met under work-study programs.

19. The acquisition and operation of communication and telecommunications equipment for vocational education programs.

20. The improvement of any other vocational education activity authorized under the Vocational Education Opportunities program or that would accomplish the purpose described in Section 401.59.

21. The provision of vocational education through arrangements with private vocational education institutions, provide postsecondary institutions, and employers whenever these institutions or employers can make significant contributions to attaining the objectives of the Act, and can provide substantially equivalent preparation at a lesser cost, or can provide equipment and services not available in public institutions.

22. The construction of area vocational school facilities in areas having a demonstrated need for such facilities.

Formula grant applications from LEA's for secondary program improvement, expansion and/or innovation were required to show evidence that they met one or more of the priorities listed above. In addition, competitive grants were distributed to secondary schools and other qualified agencies based upon proposals submitted in response to RFP's in several different categories that outlined specific project goals and priorities aligned with State Plan Goals. Competitive grants were distributed in the following areas:

-guidance,
-professional development,
-industrial arts/technology education,
-student organizations,
-apprenticeship,
-business and industry partnerships/cooperative education, and
-improving basic skills.

All applications were reviewed by State Curriculum Supervisors for compliance before grants were awarded. All approved application activities met one or more of the State Plan goals.

A. SECONDARY FORMULA FUNDS:

Secondary vocational education program improvement funds were allocated on the basis of a formula as outlined in the 1991-1992 Two Year State Plan for Vocational-Technical Education in New Hampshire. These Title II-B funds were utilized to improve and expand vocational education activities and services in 35 school systems throughout the state.

The following chart indicates those state-wide activities and services funded from Title II-B funds which improved the delivery of vocational education services to students and staff. The funds were utilized to enrich student and teacher experiences and activities through the acquisition of state-of-the-art instructional equipment and materials, out-reach

recruitment activities, guidance and counseling services, staff development activities, student leadership development, curriculum development, and in one instance to initiate a new child care program.

TYPES OF PROGRAMS AND SERVICES RECEIVING SECTION II, TITLE II-B FUNDS

SCHOOLS	TRADES & INDUSTRY	AGRICULTURE	BUSINESS & OFFICE	MARKETING	HEALTH OCCUPATIONS	CHILD CARE	FOOD SERVICE	TECHNOLOGY EDUCATION	COOP EDUCATION	GUIDANCE	STAFF DEVELOPMENT	STUDENT ORGANIZATIONS	ADMINISTRATION	MAINSTREAMED ENROLLMENTS		TOTAL VOC ED ENROLLMENT	
														HANDICAPPED	DISADVANTAGED	MALE	FEMALE
Alvirne High School									X	X	X	X	X	93	49	249	204
Berlin High School	X		X		X								X	25	20	114	84
Claremont Voc. Ctr.	X		X	X							X	X		14	34	84	95
Coe-Brown Academy		X												30	35	160	95
Colebrook Academy		X												0	0	22	12
Concord Voc. Ctr.	X			X	X	X							X	158	120	368	220
ConVal High School	X													36	32	121	85
Kennett High School	X	X	X					X						41	66	134	107
Dover Voc. Ctr.	X									X			X	87	104	311	282
Exeter Voc. Ctr.	X	X		X			X			X	X		X	57	134	258	136
Fall Mtn. High School		X												15	52	77	77
Franklin High School			X											0	0	24	24

TYPES OF PROGRAMS AND SERVICES RECEIVING SECTION II, TITLE II-B FUNDS

SCHOOLS	TRADES & INDUSTRY	AGRICULTURE	BUSINESS & OFFICE	MARKETING	HEALTH OCCUPATIONS	CHILD CARE	FOOD SERVICE	TECHNOLOGY EDUCATION	COOP EDUCATION	GUIDANCE	STAFF DEVELOPMENT	STUDENT ORGANIZATIONS	ADMINISTRATION	MAINSTREAMED ENROLLMENTS: HANDICAPPED	MAINSTREAMED ENROLLMENTS: DISADVANTAGED	TOTAL VOC ED ENROLLMENT: MALE	TOTAL VOC ED ENROLLMENT: FEMALE
Cheshire Voc. Ctr.			X		X		X			X	X	X		72	83	303	222
Laconia Voc. Ctr.	X		X		X	X	X			X	X		X	56	222	236	158
Lebanon High School								X						6	4	37	61
Littleton Voc. Ctr.	X		X								X	X		9	60	101	101
Manchester Schools	X	X	X	X	X	X	X	X			X		X	125	280	444	219
Merrimack High School			X						X				X	0	2	48	113
Merrimack Valley High School			X	X								X		2	0	21	49
Milford High School	X		X					X				X		25	0	88	48
Nashua Voc. Ctr.	X				X	X	X							19	25	132	86
Newport High School	X		X											22	116	154	146
Pembroke Academy		X												18	0	79	102

TYPES OF PROGRAMS AND SERVICES RECEIVING SECTION II, TITLE II-B FUNDS

SCHOOLS	TRADES & INDUSTRY	AGRICULTURE	BUSINESS & OFFICE	MARKETING	HEALTH OCCUPATIONS	CHILD CARE	FOOD SERVICE	TECHNOLOGY EDUCATION	COOP EDUCATION	GUIDANCE	STAFF DEVELOPMENT	STUDENT ORGANIZATIONS	ADMINISTRATION	MAINSTREAMED ENROLLMENTS		TOTAL VOC ED ENROLLMENT	
														HANDICAPPED	DISADVANTAGED	MALE	FEMALE
Pinkerton Academy	X	X			X									77	0	313	153
Pittsburg High School			X											0	0	22	12
Plymouth High School						X							X	9	10	95	76
Portsmouth High School	X					X	X	X					X	18	43	85	88
Rochester Voc. Ctr.	X				X	X			X		X	X		33	97	164	231
Salem Voc. Ctr.	X		X	X		X	X	X		X	X		X	62	2	227	193
Somersworth Voc. Ctr.										X		X	X	78	95	215	151
White Mtn. High School							X				X	X		0	3	175	94
Wolfeboro Voc. Ctr.	X		X	X	X		X							27	3	114	79
Woodsville High School			X											0	0	0	9
Winnisquam High School		X												4	0	74	89

The following illustrates the distribution of approved programs in Junior and Senior high schools throughout the state.

State-Wide Program Distribution

Agriculture Education	37
Business and Office Occupations	91
Marketing Education	29
Consumer and Homemaking Education	67
Child Care Occupations	11
Food Service Occupations	15
Technology Education	55
Trades and Industry Education	96

*****

B. PROFESSIONAL AND CURRICULUM DEVELOPMENT: Proposal Grants

Grants were distributed to educational institutions to conduct a series of professional and curriculum development projects with the objectives of increasing professional competency and curriculum appropriateness.

Keene State College, Keene

Professional Development. This project provided vocational educators, administrators, ancillary personnel and other interested parties from secondary, postsecondary and correctional agencies with project sponsored workshops. Workshop topics were selected based on (1) needs as identified by vocational-technical faculty, administrators, and other supervisory personnel, and (2) the need for training in the implementation of learning styles theory in instructional practice, due to the project director's expertise.

There were a total of 63 activities during the project year, 54 staff development workshops, and nine additional presentations. There was a total of 1,261 participants involved, 794 secondary vocational educators, and 467 others.

Outcomes Ninety-four percent of participants indicated that workshops had provided them with practical information/skills that they would use. Ninety-one percent rated the workshop presentations as effective. Eighty-five percent of those participants responding to follow-up services indicated that they were implementing what they had learned in the classroom/student-service setting.

***

Keene State College, Keene

New and Returning Vocational Teacher Certification. This project is part of an on-going program that provides pre-service and in-service training necessary for new and returning teachers in New Hampshire to obtain teacher certification in vocational education.

Outcomes Thirty-two teachers participated in this program which resulted in eight new teachers being recommended for full certification. Twenty-two teachers were recommended for continued temporary certification after having demonstrated improved teaching competencies toward certification. Two teachers resigned and left teaching in New Hampshire.

***

Keene State College, Keene

Vocational Education Resource Dissemination. The curriculum and educational materials resource center procures quality vocational education materials to support the continued development and expansion of vocational educational programs in the state. These materials are widely distributed to students and teaching personnel throughout the state.

Outcomes The resource center circulated 3,590 items to college students and 2,873 items to vocational educators throughout the state. All catalogs and professional journals were reviewed applying sex-fair guidelines. Titles were culled to remove dated and inappropriate materials which resulted in the withdrawal of 1,720 volumes during the year.

***

New Hampshire Technical College, Manchester

Technical Education Personnel Development Program. This project provided encouragement and financial assistance to 58 faculty and 35 support staff members to upgrade their professional skills through attendance at staff development conferences, seminars, workshops, and courses.

Outcomes Seventy-seven faculty and support staff participated in staff development activities.

***

Alvirne High School, Hudson

Professional and Curriculum Development, Secondary. This project provided staff development activities for new and returning agriculture teachers to upgrade their program-specific technical knowledge and a workshop activity aimed at providing in-depth information and assistance concerning student youth group activities and services.

Outcomes Eleven agriculture teaching personnel were able to attend six workshops/meetings to gain additional knowledge concerning their technical area, as well as provided one youth group planning meeting.

***

Dept. of Postsecondary Education, Concord

Staff Development. This project was designed to help upgrade the skills of faculty at six technical colleges and one technical institute through workshops and seminars.

Outcomes Twelve sponsored on-campus workshops were organized during the year. In addition, 210 faculty were awarded grants to attend off-campus workshops and seminars, and 28 were awarded grants to further their education.

***

University of New Hampshire, Durham

Outreach of the Masters of Occupational Education Degree Program. The purpose of this small project was to establish a mentor program in four areas of the state to enable teachers desiring a masters degree in occupational education to better access the university's program offerings through part-time study work with master teachers (mentors) and faculty taped video course presentations which will be eventually

replaced by interactive TV.

Outcomes Three mentor sites were selected and 12 persons enrolled.

***

Keene State College, Keene

Vocational Consortium Planning Project. The purpose of this project was to determine which statewide program activities, then currently funded by the state, should continue to be supported under the new Carl Perkins Act. An additional goal was to plan and develop a non-profit public consortium of regional vocational centers which could seek to achieve the objectives identified in the new Carl Perkins Act through cooperative, state-wide activities.

Outcomes Two state-wide initiatives were selected for continuation, the new and returning vocational teacher professional development project and vocational student youth group activities. A consortium was established and is operational with an executive director employed to oversee consortium activities.

*****

C. **GUIDANCE AND COUNSELING:** Proposal Grants

Funds were distributed by competitive grants to one postsecondary institution, three secondary schools, and one middle school. The purpose of vocational guidance grants in New Hampshire was to address the following priorities:

- Programs to train counselors in the vocational aspects of guidance.
- Programs which assist individuals in self-assessment, career planning, career decision making and employability skills.
- Programs which assist individuals to obtain and use current occupational and financial assistance for postsecondary, vocational education and job training.

The following are examples of accomplishments achieved in projects funded under this category.

***

Plymouth State College, Plymouth

Guidance Institute. This project, originally funded for three years, was extended for an additional year due to its popularity and demonstrated effectiveness. The purpose of the project was to train secondary school counselors to develop and conduct comprehensive guidance and counseling programs in New Hampshire public schools that focus upon achieving selected student outcomes rather than upon making certain services available to those who wish to use them.

Outcomes The project expanded from 84 schools in FY 90 to 119 in 1991 which comprises 30 percent of the state's public schools. The program now reaches approximately 35 percent of public school students whose counselors and principals have received training to deliver guidance as a program to all their students.

***

Plymouth State College, Plymouth

Counselors and Vocational Educators Communicate. This project was designed to develop a methodology for improving the amount, level, and scope of professional communications between the teachers of vocational education programs at regional vocational centers and the guidance counselors in the corresponding high schools. Methods utilized to achieve program success were determined through a needs assessment survey, a one-day communications workshop, and the development of action plans by participants.

Outcomes Twenty-one teachers and counselors participated. It was established that a communications gap existed between the two groups, especially around each other's responsibilities. A reevaluation of the project timeline indicated that a further extension of the project was needed to complete the program objectives.

***

Exeter School District, Exeter

In-service for Vocational Guidance Coordinators. This project focused on three initiatives:

1. To sponsor state-wide workshops on

marketing vocational programs.

2. To purchase marketing materials for potential students use and fund program information activities for students in grades 8 through 11.

3. To enable vocational guidance coordinators to attend professional meetings and conferences.

Outcomes Two marketing vocational education workshops were conducted with 18 vocational centers represented by approximately 100 teachers and administrators. The project has been extended in order to accomplish the remaining objectives.

***

Alvirne High School, Hudson

Increasing Program Awareness. This project was designed to promote the awareness of vocational programs through the use of audio visual prompts.

Outcomes Video films with related scripts were developed for agriculture, business and office, and trades and industry programs.

***

Pembroke Academy, Pembroke

Stay in School Week. This project was designed to increase student awareness concerning the world of work through conducting a needs assessment, inviting industry leaders to speak at a job fair, establishing a Stay In School Week with a keynote speaker, and job fair activities including poster contests and panel discussions.

Outcomes All school faculty and students involved declared the activities involved were beneficial and educational.

***

Spaulding High School, Rochester

Career Exploration - Grade 8. This project was developed to allow students to explore career interests and worker requirements.

Outcomes 1. Students were assessed using an interest inventory to validate occupational areas of

interest.

2. Students received instruction pertaining to how to find a job in conjunction with visits to job sites matching their interest.

3. Students interviewed working adults, held group discussions relative to personal development, and developed a school plan of success in order to increase understanding of the value of strong employability skills.

4. Students developed a four-year plan for high school courses reflecting a post high school career path.

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D. INDUSTRIAL ARTS/TECHNOLOGY EDUCATION: Proposal Grants

Competitive grants were awarded to nine school districts and one postsecondary institution for the continued development and implementation of Industrial Arts and Technology Education in New Hampshire Junior High and High Schools. The priorities designated for the use of these grants were the following:

1. Bring Industrial Arts/Technology Education programs into compliance with New Hampshire Standards for Program Approval.

2. Establish in-service programs that will continue to assure the professional development of Technology Education instructors.

3. Establish programs about technology which utilize innovative teaching strategies.

4. Establish new directions for existing programs to reflect changes in technology and industry.

5. Expand or upgrade existing programs to provide pre-vocational experiences for potential vocational education students.

The majority of schools used grant monies to purchase state-of-the-art technology education equipment and materials necessary to implement quality curriculum activities in their programs. The second most often identified activity was in-service training of instructors in the pedagogical methodology of technology education.

The following are examples of program improvements and other

positive outcomes that were accomplished in New Hampshire schools as a direct result of this initiative.

Keene State College, Keene

In-Service Training for Technology, Vocational and Science Education Teachers. This project was designed to support Technology, Vocational, and Science education teachers at a summer institute. The institute consisted of 11 one-week courses, each meeting 40 hours. Courses offered were in the areas of computer technology, LEGO/LOGO technology, advanced electronic publishing, and curriculums in Principles of Technology, and Technology Education.

Outcomes There were 77 teachers enrolled in this summer institute which was the fifth annual effort. Ninety-five percent of project objectives were successfully achieved.

***

NH Technology Education Association Wolfeboro

"Interface Newsletter". The purpose of this project was to develop, produce, and disseminate a newsletter promoting, and providing examples of technology education to the state-wide education profession.

Outcomes Six issues of the publication were produced and disseminated to all elementary and secondary school personnel and administrators, superintendents, school board members, DOE personnel, colleges and universities, and business and industry. The circulation of this publication was in excess of 700 copies per issue. The newsletter was so well received by the business and industrial community, that next year's issues will be funded entirely from private sources.

***

Kingswood High School, Wolfeboro

Elementary Technology Curriculum Development. This project was designed to provide technology enrichment activities, infuse technology into the elementary curriculum, and provide in-service to elementary teachers.

Outcomes This project impacted approximately 300 students and teachers, helped form a bond between elementary and junior high teachers attending in-

service workshops, and provided a curriculum update involving students in problem-solving techniques.

***

Kingswood High School, Wolfeboro

Introduction to Tech Ed. The purpose of this project was to provide teaching supplies, instructional kits, and video tapes related to the infusion of technology education into an industrial arts curriculum.

Outcomes Students gained an increased understanding and overview of career opportunities, an increased number of resources are now available for student use, and curriculum was enhanced and updated. This project impacts 30 students each year.

***

Newport High School, Newport

Project Auto Cad. This project was designed to establish an Auto Cad workstation with a prescribed curriculum in order to facilitate technology students with advanced study of computer aided drafting and to develop student critical thinking skills through the use of desktop publishing applications.

Outcomes Students showed enthusiasm for critical thinking skills instruction and use of the station was overwhelmed by student interest. Fifty-eight students were impacted by this project and next year's enrollment is projected to increase by 28 percent.

***

Elm Street Junior High School, Nashua

Desktop Publishing. This project was designed to establish a desktop publishing unit within the communications curriculum.

Outcomes Hardware and software materials were purchased. Student awareness of computer use in graphic arts was increased. Students developed and published a school newsletter and students gained an increased understanding of the use of computers in industry. Approximately 227 students were impacted by this project.

***

Contoocook Valley High School, Peterborough

Desktop Publishing. The purpose of this project was to create and develop a curriculum in graphic arts utilizing Desktop Publishing.

Outcomes Equipment and materials were purchased, the curriculum was developed as planned, there was an increase in student enrollments in the program, and student and faculty use of equipment greatly increased. This project impacted approximately 150 students and faculty.

***

Rundlett Jr. High School, Concord

CAD Program. The purpose of this project was to purchase computers and CAD related software to increase student usage, develop silkscreen printing designs, and to allow 9th graders to learn basic architectural design.

Outcomes Hardware and software materials were purchased, more students were enabled to solve basic drafting assignments, and develop offset copy material and silkscreen and LOGO designs. Approximately 100 students were impacted by this project.

***

Gilford Middle School, Gilford

Desktop Publishing: Big Advantages in Small Packages. The purpose of this grant was to implement a Desktop Publishing system in the Graphic Arts area.

Outcomes A desktop publishing system was purchased and the system was implemented. Areas of the curriculum affected were basic graphic courses, offset printing courses, and journalism courses. Approximately 200 students were impacted by this project.

***

Peterborough Middle School, Peterborough

Communications-Video Production. The purpose of this project was to establish a small studio for the purpose of providing student produced commercials for products they design, school-wide newscasts, and visual presentations as part of a Video Production and Broadcasting Component of the Technology Communications cluster.

Outcomes Hardware was purchased to equip the studio and make it operational. Student interest increased in Technology Education programs and new information was generated concerning career goals and opportunities in these areas. Approximately 360 students were impacted by this innovative project.

***

Pennichuck Junior High School, Nashua

The Student Gets an Apple. This project was designed to purchase computers, accessories, and supplies for use of students in grades 7, 8, and 9 in relation to the programming of LEGO machine inventions.

Outcomes Approximately 300 students were impacted by the acquisition of the project hardware and software.

***

Manchester School of Technology, Manchester

NH Technology Education Association. This project provided funding to provide the following activities for NH Technology Education teachers thereby benefitting a majority of students enrolled in these programs.

-advisory council planning meetings
-Teacher of The Year Award
-Program of The Year development meetings
-TSA Spring Conference development

*****

E. VOCATIONAL STUDENT ORGANIZATIONS: Proposal Grants

Funds for this purpose were expended to support local and statewide coordination of leadership activities associated with the different nationally affiliated youth groups.

Grant funds enabled project coordinators to direct and promote statewide, regional and national competitive event activities, provide leadership training for elected chapter officers, and attend national training seminars and conferences. In addition, coordinators provided leadership for local chapter meetings, annual fund raising activities, membership recruitment, promotional activities, and chapter involvement activities with community agencies and business and industry.

There were approximately 7,600 students who were members of

143 different school based chapters. The following is a breakdown of membership and chapters by student organization.

Organization	Chapters	Members
VICA (Trades and Industry)	12	875
FBLA (Business Education)	37	826
DECA (Marketing Education)	21	606
FFA (Agriculture)	11	736
FHA/HERO (Home Economics)	48	906
TSA (Technology Education)	15	3200
HOSA (Health Occupations)	12	357

*****

F. IMPROVING BASIC SKILLS

The goal of this initiative has been to provide a continuum of support, leadership, and guidance in the implementation of new curriculum efforts which stress those basic academic skills which are so closely related to vocational education, i.e., Science, Math, Communications, Problem Solving, Teamwork, Leadership, and Individual growth. To this end, and in accordance with the goals and objectives of curriculum innovation and exemplary objectives as outlined in the State Plan, the Bureau and Department joined a number of national curriculum development consortiums. These consortiums produced materials in the areas of applied technology, science, math, and communications.

As required by the State Plan, efforts in this area make provisions for the training, materials, and support necessary to allow project sites to function effectively, as well as the design and implementation of strategies which will continue the effort when direct support ends.

All related materials have been placed in the Bureau supported Learning Resource Center at Keene State College's Mason Library. They are made available on a free loan basis to all New Hampshire educators. After reviewing these materials and deciding to adopt or adapt the courses, they may either copy them or purchase them at a reduced price from the consortium.

Efforts to train instructors in the use of these materials have continued and a one week training session was again successfully conducted during the summer for 16 teachers who planned to implement Principles of Technology during the 1991-92 school year. The number of successful PT programs continues to grow throughout the state. The strongest pilot

programs were based on a team-teaching effort typically involving a technology education teacher and a science teacher. PT participants recommended that other technology education teachers, including junior high teachers, take the PT workshop to develop a stronger knowledge base in physics and mathematics for teaching technologies.

The following are descriptions of small projects supporting the objectives of this initiative.

Coe-Brown Academy, Northwood

Equipping and Implementing Applied Math I. The purpose of this project was to show how mathematics is relevant to the world of work, to use a hands-on learning approach, and to teach problem solving through application activities. Thirty high school students were involved in this project.

***

Pembroke Academy, Pembroke

Personal Science Lab for Technology. The purpose of this project was to provide students with knowledge and usage of computers, create student originated data by conventional means using a computer to check results, and to integrate computer utilization into applied technology experiments. Twelve high school students were involved in this program.

***

Manchester School of Technology, Manchester

The Work Connection. This project was designed to develop a working business/industry/education/human services collaboration and partnership to provide basic skills, critical thinking, and problem solving for at-risk students. Fifty-six high school students (34 male and 22 female) received benefit from the expenditure of these funds.

*****

G. BUSINESS AND INDUSTRY PARTNERSHIPS AND COOPERATIVE EDUCATION

The goal of this initiative is to develop more productive relationships between vocational-technical educational programs and business and industry and to promote continued

development of cooperative education programs/projects. To further the initiatives of this purpose, eligible recipients were invited to submit proposals that provide for one or more of the following:

1. Service to economically depressed areas.
2. Service to special populations.
3. Assurances of a 50/50 match in real dollars (not in-kind) from business and industry and/or the grantee.

The following are examples of activities that were eligible for funding under this initiative:

* The development, monitoring and systematic evaluation of cooperative work experience programs.

* The implementation of staff development activities that will permit educators to work in the industry for which they are training students to gain knowledge concerning the changing needs and practices of related occupations.

* The development and first year implementation of programs fostering joint investment, joint development and joint operation between the grantee and the employer(s).

* The development and implementation of strategies for time share and/or staff exchange between schools and business and industry to increase private sector awareness of vocational education, augment job skill/curriculum coordination and improve school/community relations.

* The development of cooperative education programs that address the needs of special populations (handicapped, disadvantaged, and nontraditional).

* The provision of in-service training to appropriate personnel for the purposes of developing skills and strategies for effective cooperative education program management.

* The development and implementation of new and innovative cooperative education program models, or the reproduction of existing exemplary cooperative education programs.

* The development of programs that provide students with a baseline set of skills, including but not limited to, basic literacy, critical thinking and

problem solving skills through practical work experience.

* The creation and fostering of an industry consortia to support vocational-technical education.

The following are the eight projects that received funding for this purpose.

***

NH Technical College, Claremont

Health Record Service In Nursing Facilities. This project, which served 60 medical records personnel, was a joint effort between the college and the NH Health Care Association. The purpose was to bring medical care personnel in long term care facilities to a common level of knowledge and skill in handling medical records, and develop a set of industry-wide job skills and competencies required of those personnel.

***

NH Technical College, Stratham

Automotive Linkages: T-Ten Start-Up. The purpose of this project was to provide Toyota trained technicians through an Associate Degree Automotive Technology program for Toyota service centers throughout New England, with a twelve-week coop on-site training period with Toyota dealerships between their first and second years of study. Nine students completed the first year and coop portion and continued into their final year.

***

NH Technical College, Laconia

Cooperative Education. The purpose of this project was to find and develop relevant coop work sites throughout the state for students in the graphic arts and business management programs. The first coop session placed 16 graphic arts and three business management students with participating businesses.

***

Dover High School Reg. Vocational Center, Dover

Dover's Partnership. The purpose of this project was to establish a Dover Partnership Advisory Committee to solicit the support of business and industry and city and education personnel to provide ideas and information

relative to the publication of a brochure/ magazine indicating employment and training opportunities for the area.

The committee was established, held regular monthly meetings, and directed the inclusion of information in 10,000 magazines printed and distributed, 10,000 flyers and 2,000 brochures printed and distributed.

***

Thayer Jr./Sr. High School, Winchester

Thayer/Business Partnership and Career Curriculum Development. The purpose of this project was to provide for classroom teachers to arrange day-long worksite visits related to teacher job shadowing at participating area business locations and job sites.

At least two teachers at each school level were involved in this initiative by working along side employees, meeting with managers, and discussing personnel hiring policies. As a result, 100 percent of the school faculty revised their curriculum to reflect information obtained from the visits.

***

NH Technical College, Manchester

Merrimack Valley Education and Training Consortium. The purpose of this initiative was to develop a working relationship with area businesses and industries through the establishment of a consortium that would provide a means for addressing the education and training needs of many southern New Hampshire small businesses. This was accomplished by conducting education and training needs assessments, curriculum development, and direct delivery of programs. The consortium was established and there were approximately 36 firms participating in three programs with 75 participants.

***

S.E.R.E.S.C., Derry

Vocational Education Cooperative Education. This project, granted to the Southeastern Regional Education Service Center (S.E.R.E.S.C.), provided matching funds to hire a coop coordinator to facilitate placement of handicapped students in area

businesses. Approximately 20 area students were served by this project.

***

NH Technical College, Nashua

Development Phase: Associate Degree in Respiratory Therapy. This project was designed to employ a planner on a short term basis to study the feasibility of establishing a degree program in Respiratory Therapy and other allied health programs under a collaborative arrangement between the college and St. Joseph Hospital, to begin in the fall of 1992. A study of associated costs coupled with economic constraints of both partners, resulted in the conclusion that it would not be economically feasible to offer the program at this time. The planner will continue to investigate other allied health training possibilities under the college budget.

SECTION III

Vocational Education Special Programs:
Accomplishments Under Title III, A and B

A. COMMUNITY BASED ORGANIZATIONS

Three Community-Based Organizations (CBOs) received funding through competitive grants for this purpose during FY 1991. There were 346 clients who received education and skill training through this initiative.

Dover Adult Learning Center, Dover

Vocational Education Support Program (VESP). This project was an outreach program to prepare out-of-school youth to obtain gainful employment and/or further vocational education. Decision making, job finding and job keeping skills are taught, as well as basic skills enhancement and knowledge of community employment resources provided.

Outcomes Fourteen out-of-school youth participated in this program. Twelve developed personal action plans for seeking employment or for further schooling. All fourteen improved their basic academic skills, five were enrolled in adult education classes, one was enrolled in an OJT program, and one in enrolled in a college program. Three participants gained full-time employment and six got part-time jobs. Twelve of the participants indicated that the program helped them develop an increased self-confidence relative to job seeking skills and about their lives in general.

Case Study #1 CR, a 17 year old male, enrolled in VESP was unable to attend to a task, with obvious learning disabilities in decoding and in working with numbers, and most of all, a seemingly consistent tendency to make poor decisions about behavior and about work-related tasks.

By the end of the six weeks his ability to work alone, follow directions, and listen to instructions had significantly improved. Since the end of his VESP program, he has traveled some and then had returned to the Dover Adult Learning Center to study two days

a week in the adult program. He has passed three of the five sections of the G.E.D. test and has gotten a part-time job two days a week, which he is holding successfully.

Case Study #2 FT, an 18 year old female, comes from a dysfunctional family. She had very poor attendance in public school and, therefore, poor basic academic skills. She became highly motivated to succeed, however.

She attended VESP while also holding a baby-sitting job. She did at least two or three hours of homework every day while in VESP, completing many workbooks and assignments. By continuing her studies after the end of the VESP class, she was able to pass the G.E.D. test later in the school year.

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Second Start, Concord

Employment Preparation Program. This project provides remedial education, support services, employment skills, behaviors instruction, and job seeking and interviewing skills to economically disadvantaged persons in preparation for entrance into employment or further education. Several additional applicants were referred to basic remedial and G.E.D. programs to develop their academic skills.

Outcomes Of the 42 female students enrolled, 41 successfully completed the program's objectives, and forty entered vocational training programs upon completion of the program.

Case Study #1 Jane was a 20 year old educationally disadvantaged young woman who applied to Second Start to enroll in the clerical program. She had completed high school but had not been able to find permanent employment because she had few marketable skills and poor academic skills. In order for her to be successful, it was determined that she needed intensive remediation and counseling to develop realistic career goals.

She enrolled in the Adult Basic Education Program to complete a remedial program. Here, Jane distinguished herself through hard work and an exceptional attendance pattern.

After spending five months in remediation, it was decided that she should move to the Employment Preparation Program. With the skills she had achieved in remediation and her good attitude, Jane was able to complete the program successfully. During her time in the program working with counselors, she decided that her interests and ambitions lay in child care and not in clerical work. After completing the program, she was assisted in getting funding for training and is now enrolled in a child care training program.

Case Study #2

Mary was a bright 18 year old high school graduate who married young and had a baby. She decided that she wanted to obtain some vocational training while she was young and applied to Second Start. To enable her to review her academic skills and participate in goal setting and job preparation activities she was enrolled in the Employment Preparation Program. Despite her youth and the demands of a new baby, Mary was able to keep up with all program activities and distinguished herself academically.

She completed the program in June and enrolled in the Office Program at Second Start. She attended part-time during the summer and will resume school full-time in the fall. Mary is a perfect example of a young woman who has opted to get some short-term training for employment now while her child is young, so she can go on to other things as the child gets older.

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Nashua Adult Learning Center, Nashua

Life Skills Instruction. This program provided direct instruction to high risk adults and teenagers (disadvantaged adults, criminal offenders, underemployed adults and high school dropouts) for the purpose of aiding their transition to gainful employment and independent living. The program provided basic skills instruction, vocational training, job seeking and keeping skills and support services to students enrolled in office occupations. Two hundred sixty-eight adults (17 male, 251 female) received the benefits of this program.

Outcomes The following is a breakdown of the types of clients who received training or retraining in one or more of the office skills courses:

Handicapped	10
Disadvantaged	116
Nontraditional Students	1
Displaced Workers	5
Homemakers	15
Those in Need of Retraining	55

Forty students were able to upgrade their present employment with improved skills or enter the work force with marketable skills.

Case Study #1 Sarah, a 59 year old grandmother, had worked 30+ years in a factory when it closed. She needed retraining in order to acquire the skills to find other employment and decided she would like to do office work. However, she did not have her G.E.D. so she enrolled in G.E.D. classes at the Center, took her G.E.D. test and passed. She entered the Office Occupations Lab completing filing, business english, typing, proofreading, and word processing instruction.

In addition to her office skills courses, she received job readiness skills training in resume writing, interview techniques, and job seeking/keeping strategies. She also participated in a number of related workshops.

Completing the above courses and receiving her G.E.D. has increased her confidence greatly. She is now employed in a business office occupation.

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B. CONSUMER AND HOMEMAKING

The goals for this category were multiple. They were to:

1. Assist in the conduct of Consumer and Homemaking Education programs that prepare youth and adults for the occupation of homemaking and improve the living skills of all family members,

2. Conduct programs in economically depressed areas,

3. Encourage participation of traditionally underserved populations,

4. Encourage the elimination of sex bias and sex stereotyping,

5. Improve, expand, and update programs with an emphasis on those which specifically address needs described above,

6. Address priorities and emerging concerns at the local, state, and national levels.

Funds under this part, in addition to those utilized from Title II B, are allocated two ways. One, is by formula to school districts in depressed areas on the basis of greatest economic need. The second, is by competitive grant for special projects and programs that address the goals and priorities of the NH Bureau of Vocational-Technical Education in the area of Consumer and Homemaking.

1. Depressed Areas

Formula awards were made to 19 junior and senior high schools in depressed areas of the state enrolling approximately 5,700 students in Consumer and Homemaking. Funds were used to provide updated audio-visual, reference and curriculum materials, as well as instructional equipment, computer hardware and software, and teacher in-service education and development activities.

2. Competitive Grants

There were 18 competitive grants awarded to 14 organizations which included secondary schools, postsecondary institutions, and one community based agency. Two of the grants were awarded to organizations in depressed areas of the state. All 18 grants were used for the purpose of teacher training, curriculum development, workshops on alternative instructional materials and instructional delivery and support of youth group activities.

The following are some additional activities accomplished relative to the overall goals.

- Teachers met to define a rationale and establish the basic outline for a revision of the middle school home economics curriculum.

- An intensive six day workshop provided consumer and homemaking teachers experience in critical skills instructional techniques.

- A model policy addressing consumer and homemaking classroom and laboratory safety was developed and disseminated to teachers statewide.

- A curriculum project directed toward the integration of global education, environmental and ecological issues, and technological literacy culminated in an in-service program and the distribution of resource materials for all teachers.

- A continuing teenage parenting curriculum project was expanded to include a volume including issues related to the father, self-awareness, and community resources.

- A school-based recycling program was continued for a second year and has now become self-sustaining.

- A peer education project focusing on enhancing self-esteem and the reduction of substance abuse was continued.

APPENDIX

Appendix A

FY 1990 Enrollments of Students Served by Title II and Title III of the Carl D. Perkins Act by Funding Categories

TARGET	SECONDARY		POSTSECONDARY/ADULT	
Title II	# in mainstream programs	# in separate programs	# in mainstream programs	#in separate programs
Handicapped	1,172	528	28	---
Disadvantaged (minus LEP)	1,961	330	1,588	---
LEP	18	0	---	---
Adult*	531		4,119	
Single Parent/ Homemaker	0		889	
Corrections	280		215	
Nontraditional**				
Male	50		139	
Female	189		151	
Regular Voc. Ed. Pop***	5,470			
TOTAL TITLE II****	10,290		5,223	
Title III				
III(A) - CBO	324			
III(B) - C&H				
Male	12,291			
Female	17,688			
TOTAL TITLE III	30,303			

* An "Adult" is a person who has already entered the labor market or who has completed or left high school.

** A "nontraditional" vocational education program or course for males is one where female enrollments are 75.1 to 100 percent of all students enrolled; a "nontraditional" vocational education program or course for females is one where male enrollments are 75.1 to 100 percent of all students enrolled.

*** A "Regular" student is one who does not meet the definition of the special populations found in Section 521 of the Act and Section 400.4 of the Vocational Education Regulations.

**** Excludes those students enrolled in CBO's.

Appendix B

FY 1990 Secondary Enrollments by Program Area

Vocational and prevocational program areas	Male Number	Male Percent	Female Number	Female Percent	Totals
Vocational Areas					
Agriculture	1,129	72.5	429	27.5	1,558
Health Occupations	50	14.5	295	85.5	345
HERO	321	32.0	681	68.0	1,002
Marketing	365	41.3	518	58.7	883
Business & Office	1,017	31.0	2,263	69.0	3,280
Trades & Industry	2,579	91.0	259	9.0	2,778
Diversified Occupations	49	52.1	45	47.9	94
STEP (handicapped, separate)	359	68.0	169	32.0	528
TOTALS	5,869		4,659		10,528
Co-op*	290	44.0	370	56.0	660
Prevocational Areas**					
Consumer & Homemaking					29,979
Technology Education					27,614

* Co-op counts reflect those vocational students with a co-op job and agreement related to their vocational program. These 660 students are included in the 10,528 total.

** Includes enrollments of schools not receiving Carl D. Perkins funds.

Appendix C

FY 1991 Postsecondary Enrollments by Program Area

Vocational and prevocational program areas	Male Number	Male Percent	Female Number	Female Percent	Totals
Vocational Areas					
Agriculture	36	78.3	10	21.7	46
Health	139	17.1	673	82.9	812
HERO	29	78.3	8	21.7	37
Engineering & Related Technology	238	91.9	21	8.1	259
Office	225	34.3	430	65.7	655
Trades & Industry	771	86.5	120	13.5	891
TOTALS	1,438	53.3	1,262	46.7	2,700